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various cereals will be painted to show the structure of the plants and particularly their points of similarity and difference.

References: Jackman, *Nature Study and Related Subjects*, pp. 90-91; Chisholm, *Handbook of Commercial Geography*; U. S. Agricultural Department, *Crop Bulletins, Album of Agricultural Graphics*; Division of Chemistry, Bulletin No. 50, *Composition of Maize*; F. L. Sargent, *Corn Plants*.

Music: The Fifth Grade will be united with the Sixth for instruction in music. For outline of the month's work, see Sixth Grade.

Physical Training: The Fifth Grade will be united with the other grammar grades for gymnastics. For outline of work, see Physical Training.

German:

Vergiftmeinnicht.

Ein Blümchen steht am Strom
Blau wie des Himmels Dom;
Und jede Welle küßt es,
Und jede auch vergift es.

Wilhelm Krent.

Der weiße Hirsch.

Es gingen drei Jäger wohl auf die Hirsch,
Sie wollten erjagen den weißen Hirsch.

Sie legten sich unter den Tannenbaum:
Da hatten die drei einen seltsamen Traum.

Der erste.

„Mir hat geträumt, ich klopfe auf den Busch,
Da rauschte der Hirsch heraus, husch, husch!“

Der zweite.

„Und als er sprang mit der Hunde Geclaff,
Da brannte ich ihn auf das Fell, piff, paff!“

Der dritte.

„Und als ich den Hirsch an der Erde sah,
Da stieß ich lustig ins Horn, trara!“

So lagen sie da und sprachen, die drei,
Da rannte der weiße Hirsch vorbei.

Und eh' die drei Jäger ihn recht geseh'n,
Da war er davon über Tiefen und Höh'n.
Husch, husch! piff, paff! trara!

Ludwig Uhland.

Sixth Grade

Edith Foster Flint

History

The subject for the month is Marco Polo's city, Venice.

I. Situation of Venice: Marshy island; untillable and salt-encrusted soil; no mineral wealth; no timber; but well placed at the head of the Adriatic.

II. Effects of this physical environment:

(1) On history: (a) Island first used as refuge from the mainland at times of barbarian invasion; (b) city naturally became a maritime power, and looked toward the East: (c) city aided the Crusaders with its fleets, and reaped commercial advantages in return; (d) became a refuge for scholars and manuscripts from Greece; freedom of thought in Venice; valuable work of Venetians in preserving, editing, and translating the classics.

(2) On industries: (a) The salt trade a Venetian monopoly; (b) Commerce: Doges cleared the sea of pirates, and be-

came "protectors of the sea." (The ceremony of wedding the Adriatic.) Trade with the East; from the Arabs the Venetians learned the manufacture of gunpowder and of glass, and from the Persians the weaving of tissues. (c) The Venetian fleet. (d) The arsenal.

(3) On building: (a) First houses of Venice were wooden huts; then as the people grew rich they were compelled to build strong stone houses for defense against the pirates; (b) influence of the East on Venetian architecture: the Venetians "made Oriental architecture their own, impressing on it the stamp of their special needs and national genius." Venetian architecture a blending of Byzantine, Moslem, Gothic, and Florentine. (c) The problems presented by the canals; canals have been deepened or filled, marshes drained, and piles driven. Two methods of building, with piles and without.

III. Famous examples of Venetian architecture: St. Mark's, Ducal Palace, Campanile. (Here pictures will be used, and the Venetian style compared with others which the children have studied and are familiar with; e. g. the Chinese, the Indian.)

IV. Venetian painting: full of color and richness. Why? How did there come to be a Venetian *school* of painting? The guilds; apprenticeship. Bellini, Lorenzo Lotto, Palma Vecchio, Giorgione, Titian, Tintoretto, Paul Veronese. (The children will see many photographs of works by these masters, and will learn from them what the spirit and interests of Venetians at that time were.)

V. The government under which all this was accomplished: An aristocratic republic; the doges at first elected by popular assembly, but later only the popular form was kept, while the spirit was purely aristocratic; the great council; the lesser council.

VI. The decline of Venetian power; the geographical discoveries of the Portuguese and Spanish a great blow.

References: F. R. Stockton, *In Florence and Venice*. (See *Personally Conducted*, p. 100-18). Same, *St. Nicholas*, v. 13, p. 349-57, 1886; J. A. Symonds, *Venetian Medley*. (See *Sketches and Studies in Italy and Greece*, v. 1, p. 254-314); H. Taine, *Venice*. (See *Italy: Florence and Venice*, p. 217-271); *Venice*. (See *The World; Its Cities and Peoples*, v. 1, p. 124-53.) *Encyclopedia Britannica*.

Geography

The subject for the month is ITALY. The children will study the country first in its relation to the rest of Europe, noting how it is cut off by the Alps, the Mediterranean, and the Adriatic. They will determine its length and average breadth from the scale on the map, compute its area, and compare with that of Illinois, of the United States, of India and of China. They will also compare its importance, past and present, with that of China, and inquire into those of its causes which are

geographical. The shape of the peninsula, too, they will compare with that of the peninsula studied last month—India. Italy, as a whole, will be modeled in sand and in chalk, as well as the great natural divisions—northern Italy, the basin of the Po, and central and southern Italy. The courses of the Po, the Adige, the Arno, and the Tiber will be studied, and something learned of the famous cities along their banks. The children will also consider the—

1. Climate: (a) In the north, cold winter (10°), because of cold winds from Alps and interception of warm, damp winds from Mediterranean by Ligurian Alps. Mean winter temperature of Turin lower than that of Copenhagen. (b) In the south sugar-cane, dates, cotton, cactus, and aloes grow. (c) In the Abruzzi inhabitants often snow-bound for weeks.

2. Productions: wine, olive oil, wheat, oranges, lemons, citron, pomegranates, rice. Mulberry extensively grown and much silk produced.

3. The lakes: (a) At the foot of the Alps; their beauty; their great depth. Compare in size with Lake Michigan. (b) In central Italy, volcanic in origin, occupying the craters.

4. The volcanoes: Vesuvius as a type; volcanic action.

References: M. M. Ballou, *Italy* (see *Footprints of Travel*, p. 177-211); Robert Brown, *The Italians* (see *Peoples of the World*, v. 5, p. 234-320); Nathaniel Hawthorne, *Italy* (see passages from the *French and Italian Notebooks*, p. 50-506); Stanton Page, *The Chevalier of Pensieri-Vani*; Reclus, *Italy* (see *Earth and Its Inhabitants; Europe*, v. 1, p. 183-362); J. A. Symonds, *Italy* (see *Sketches and Studies in Italy and Greece*, v. 1, p. 83-344, v. 2 and v. 3, p. 1-338); H. Taine, *Italy; Rome and Naples*; H. Taine, *Italy; Florence and Venice*.

Science

The subject for the month is food, and the work of the class will be confined to the study of the food products of Italy—especially of those seeds which are used as food. In this way the work will supplement the October study of seed-distribution, will correlate with the history and geography subjects, and will be specific

enough to come within the range of the children and appeal to their interest. They will first consider the common seed foods of Italy—beans, lentils, wheat, rice, and millet. Through these they will come to an inquiry into the nature and uses of starch. This starch they will obtain from wheat by putting flour into cheese-cloth and washing it. With the starch thus derived, starch-paste will be made and the iodine test applied. Then other seeds will be tested for starch. After this, starch grains from different sources will be shown under the microscope, and the effect of different degrees of heat on starch will be exhibited, with starch and cold water; starch and water at 140° F.; and starch boiled. For each temperature an examination under the microscope will be made. (The children will, of course, perform these experiments themselves in the laboratory.) Finally, the use of starch in the body will be studied, and its heat-producing nature illustrated by experiment.

The cooking for the month will be correlated throughout, and will embrace the preparation of beans, lentils, macaroni, and rice.

References: U. S. Experiment Station Bulletins, *Dietary Studies* by W. O. Atwater and others; Randolph Faries, *Practical Training for Athletics, Health, and Pleasure*; Robert Farquharson, *School Hygiene and Diseases Incidental to School Life*, 1885, p. 37-73; M. Foster, *Text-Book of Physiology*; M. Foster and L. E. Shore, *Physiology for Beginners*; William Howell, ed., *American Text-Book of Physiology*; J. E. Pilcher, *First Aid in Illness and Injury*; E. H. Richards, *Cost of Living as Modified by Sanitary Science*; E. B. Uffelman, *Manual of Domestic Hygiene of the Child*; D. Waller, *Introduction to Human Physiology*; W. M. Williams, *Chemistry of Cookery*.

Textiles: Dyeing of cotton roving (yarns) for use of First Grade children in weaving. Cotton dyes used will be those given to the school by William Matheson and Company of New York.

Music: The singing of rote-songs related in subject to the world about them and to certain topics in particular will be continued by the children of this grade. Indirect drill upon simple and beautiful tone-production will be emphasized this month more than heretofore. For example, with the work on clear enunciation which is necessary to make themselves intelligible to other people comes drill upon pure vowel quality and exact, smooth consonants, both of which are fundamentally necessary to good tone-production. Breathing exercises will be an important part of the work this month. The need of a quick, full breath in singing their rapid rote-songs is quite apparent to the children. Exercise: (1) Take quick, full breath through the slightly open lips (without lifting shoulders), filling out the line just above the waist. (2) Exhale suddenly, from the waist line. After some control of the diaphragm is attained, begin inhaling and exhaling as slowly as possible, never exhausting the lungs, and keeping a full, active chest to the end.

Sea-Horses, one of the songs for the month, has a poetic text, and the music gives the wild onward rush of waves, and the roar of the breakers as they strike the shore. It will perhaps add to the spirit of the geography work. *The Way to School* will be used for sight-reading and dictation.

Songs: *Sea-Horses*; *The Voyagers*; *Ring Out, Wild Bells*; *The Way to School* (all in Modern Music Series, Second Book); *Winter Song*; *Three Part Round* (Modern Music Series, First Book); *Spinning Song*; *Welcome, Wild Northeaster* (Modern Music Series, Second Book).

Number Work: Aside from the number work growing out of the subjects for the month, the children will begin to keep personal school accounts, and through this means commence the study of banking.

French: One of La Fontaine's fables will be dramatized.

Reading: Selections from *The Merchant of Venice*; Ruskin on *St. Marks*; *Giovanni and The Other*, by Mrs. Burnett.